



Richardson Dees Primary School

**RELATIONSHIP AND SEX EDUCATION POLICY
September 2016**

Date of Policy: September 2016
Member of staff responsible: Julie Atkinson
Review date: Jan 2019

Aims

We believe that S.R.E. should;

- Help prepare children for their future lives.
- Develop skills and self-esteem to help children enter adolescence.
- Prepare children for puberty.
- Enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision making.
- Enable pupils to develop the ability to form positive, non-exploitive relationships.
- Enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others.
- Emphasize the role and the value of family life including those of a bisexual, gay or transgender household.
- Explore attitudes and values.
- Develop mutual respect and care for others.
- Address concerns and correct common misunderstandings children may have gained from the media and their peers.
- Develop skills to help children protect themselves from unwanted physical contact.
- Be conducted in a sensitive manner in a relaxed environment that enables children to air their feelings and views.
- Be differentiated to meet the needs of children at different ages and stages of development.

The content of the school's program is based on the Science National Curriculum 2014, the non-statutory guidance for PSHE 2000 , the Sex and Relationship Education Scheme of work November 2015 Produced by North Tyneside School Improvement Service and the Jigsaw PSHE scheme implemented within school

'At primary school level S.R.E. should contribute to the foundation of P.S.H.E. and Citizenship by ensuring that all children: Develop confidence in talking, listening and thinking about feelings and relationships. Are able to name parts of the body and describe how their bodies work. Can protect themselves and ask for support. Are prepared for puberty.' S.R.E. Guidance 2000, section 3.3, page 19

'The objective of Sex and Relationship Education is to help and support young people through their physical, emotional and moral development. A successful program, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.' S.R.E. Guidance 2000, section 2 page 3

'It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.' S.R.E. Guidance, page 5.

Organisation and Approach

We teach Relationship and Sex education through different aspects of the curriculum from Early Years through to Year 6. The main Relationship and Sex education teaching is in our personal, social and health education (PSHE) curriculum. We also teach some Relationship and Sex education through other subject areas (for example, science, PE R.E, Citizenship and external visitors, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Pupils will know that they are free to ask further questions and to discuss issues with their teacher and support staff. They will answer pupil's questions in an open, factual and appropriate way but will not enter into discussions about personal issues. Governors and staff are agreed that staff will answer questions as long as they are age appropriate. Staff will also encourage the children to discuss questions with their parents.

Inclusion/Difference and Diversity

RSE will meet the needs of all pupils, including those who are marginalized and vulnerable. We work in partnership with the Inclusion Manager and parents to ensure that all students experience a quality RSE program. We also consult with students and parents who may have different needs due to religious or cultural beliefs.

Content

The following statements outline our scheme of work for the teaching of Relationship and Sex education. They draw on the DfEE and other guidance on Relationship and Sex education and reflect elements of the non-statutory framework for PSHE and Citizenship. Some statements are part of the National Curriculum Science requirements.

By the end of Early Years Foundation Stage

- NSPCC underpants rule.
- Be able to talk about themselves and the girls/ boys toys they like to play with and begin to accept that, although girls and boys are not the same, they can still play with a whole range of toys.
- To begin to have identified some of their feelings and recognise some of the ways they express them.
- To recognise how our feelings can influence our friendships.
- To realise that their behavior (words and actions) can affect other people.
- To have identified family members and friends and the roles they play.
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- To know that humans produce babies that grow into children and then into adults.
- To consider the way's they have changed physically since they were born.
- To begin to recognise the proper names for the external parts of the body.
- To be able to describe some of the functions of some of the parts of the body.
- To describe ways people are different and similar.
- Explain why it is important to keep clean.
- Understand some basic hygiene routines.
- Can look after themselves e.g. dressing and undressing

By the end of year 1

- To describe and begin to value individuality and to recognise and celebrate their emotions, gifts and talents.
- To know and value the different groups to which they belong.
- To recognise similarities and differences between themselves and their peers.
- To identify similarities and differences between themselves and the opposite gender.
- To recognise and name, using the proper terminology, parts of the body and what those parts do. (including the correct terminology for genitalia.)
- To be able to describe their family.
- To understand why their families are special.
- To identify different ways that families and individual members care for each other.
- To have identified their special people and be able to describe what makes them special

By the end of year2

- Understand that all living things grow and reproduce as part of a life cycle.
- Identify ways to show care towards each other
- Understand that we all have different needs and need different types of care

- Describe how to look after particular parts of the body

- Explain why it is important to to keep clean

- Describe and carry out basic hygiene

- Know what to take responsibility for and when to ask for help
- To recognise that friends care for each other and relationships should be based on fairness and kindness.
- To recognise that sometimes we need to say no to our friends
- To understand that sometimes friends quarrel and our actions affect the feelings of others.

- **By the end of year 3**

- Identify the differences between males and females

- Name male and female body parts using agreed words

- Understand that males and females can do the same tasks and enjoy the same things

- Understand that there are different stereotypes (fixed ideas) about what males and females can do.

- Talk about people who are special to them and why.

- Discuss who they can trust and why.

- To recognise that children and adults have responsibilities.

- To recognise that all actions have consequences.

- To be able to identify potential dangers in different environments.

- To know what is safe and unsafe and why.

- To know what to do if something dangerous or frightening happens.

By the end of year 4

- Describe the main stages of growing up.
- Describe the changes that happen when a child grows up.
- To understand the benefits of carrying out regular person hygiene routines.
- Identify feelings and understand how they affect behaviour.
- To deepen understanding of good and not so good feelings
- Explore what to do when friendships break down
- To have practised being assertive in different situations.
- Be self-confident in a range of situations
- To recognise the people we can trust.
- To understand that people may try to persuade us to do things.
- To think about how to say 'no' assertively.
- Explain the main physical and emotional changes that happen during puberty.
- Ask questions about puberty with confidence.

By the end of year 5

- To know how their body will and emotions may change as they approach and move through puberty.
- Explain how to stay clean during puberty.
- To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.
- Understand why girls and women have periods.
- Know and discuss how to manage periods
- To be aware of different types of relationship, including those between acquaintances, friends, relatives and families
- To recognise what constitutes a positive, healthy relationship.
- To recognise a risky or negative relationship
- To recognise ways in which a relationship can be unhealthy and who to talk to if they need support
- To respect equality and diversity in a relationship
- Begin to consider the similarities and differences between friendships and intimate relationships.
- To know how to respond to risky or negative relationships
- To recognise their increasing independence brings increased responsibility to keep themselves and others safe
- Know and understand about keeping themselves safe when involved with risky activities
- To understand the concept of 'keeping something confidential or secret' when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

By the end of Year 6

- To develop and maintain a variety of healthy relationships
- To recognise that some relationships can be unhealthy and who to go to for support
- To understand that everyone has human rights and children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
- Describe how and why the body changes during puberty in preparation for reproduction.
- Talk about puberty and reproduction with confidence.
- To know about the facts of the human lifecycle, including how babies are made.
- Identify some of the skills and qualities needed to be a parent and carer. Recognise that both men and women can take on these roles and responsibilities
- To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity
- Considered why being different can provoke bullying and why this is unacceptable
- To realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours and prejudice based language
- To manage risk to physical and emotional health and wellbeing
- How to recognise risky or negative relationships and ask for help
- To recognise and manage dares
- To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.
- To learn about change including transitions, loss, separation, divorce and bereavement
- To recognise that increased independence brings increased responsibility

This information is based on information published in “Relationships and sex. A report from the Office of Her Majesty’s Chief Inspector of Schools 2002”

The role of parents

The school is aware that the primary role in children’s relationship and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we answer any questions that parents may have about the relationship and sex education of their child. Parents have been consulted and will be involved in any review of the policy. We also take seriously any issue that parents raise with teachers or governors about our policy or the arrangements for relationship and sex education in the school.

We believe that, through the exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Procedures for Withdrawal of Pupils

Parents and careers have the right to withdraw their child from some, or all, Sex and Relationships Education lessons, but not statutory Science lessons. However, should you be considering such a step, first talk it through with your child and their class teacher, and then, if necessary, contact the head teacher.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Primary Care Trust, such as the school nurse and other health professionals, give us valuable support with our Relationship and sex education programme. Other people that we call on include local clergy, social workers and youth workers.

All sessions will be jointly planned with the classroom teacher or the RSE Lead and visitors will follow school policies. All information given to students must be age appropriate.

Confidentiality

Teachers conduct relationship and sex education lessons in a sensitive manner and in confidence. It is the responsibility of the classroom teacher to create a safe environment through ground rules and distancing techniques. However, if a child causes the teacher reason for concern, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they themselves may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher. The Head teacher will then deal with the matter in consultation with health care professionals.

The role of the Head teacher/PSHE Co-ordinator

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our Relationship and sex education policy, and that the policy is implemented effectively.

The Head teacher or PSHE Co-ordinator liaises with external agencies regarding the school relationship and sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

Assessment/Evaluation

Varying forms of assessment are used such as peer, self, reflective, observational and teaching. Assessment is used to identify what learners already know and what areas need to be developed further.

Monitoring and review

The Head teacher and P.S.H.E Co-ordinator monitor this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.